DOCUMENT RESUME

ED 444 781 RC 022 555

AUTHOR Guilmet, George M.; Whited, David L.
TITLE The Safe Futures Substance Abuse and Violence Prevention Program at Chief Leschi Elementary School, 1996-1999.
SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.
PUB DATE 2000-04-00
NOTE 18p.; Paper presented at the Annual Indian Health Service Research Conference (12th, Albuquerque, NM, April 24-26, 2000).
CONTRACT S184D60200
PUB TYPE Reports - Evaluative (142) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Disadvantaged Youth; Drinking; *Drug Abuse; *Elementary School Students; *High Risk Students; Intermediate Grades; *Intervention; *Program Effectiveness; Smoking; Student Attitudes; *Urban American Indians; Urban Schools; Youth Problems
IDENTIFIERS *American Indian Students; Washington (Tacoma)

ABSTRACT

A 3-year intervention project focused on preventing substance abuse, violence, gang violence, and truancy among K-12 students at the Chief Leschi School in Tacoma, Washington, a tribally controlled, urban school for high risk and adjudicated Native youth. This paper reports the elementary school results. The Positive Reinforcement in Drug Education (PRIDE) curriculum, a comprehensive plan that integrates school and tribal community efforts to address substance abuse, was enhanced by revising it for grades K-6 and integrating it with newly adopted essential learning standards. A series of teacher trainings was conducted to increase teacher effectiveness in dealing with violence and substance abuse by implementing social learning strategies with students across grade levels. Pre- and post-assessment included interviews with key staff and three sets of quantitative data: school attendance, behavior records, and six student questionnaires about tobacco and drug use and future intentions. Data for grades 4-6 showed a significant decrease in emergence of drug-using behavior and the existence of risk factors over the 3-year project. Reported rates of alcohol and drug use decreased significantly since the fall 1996 surveys, although they generally increased during each academic year in each grade level due to socialization effects. Data are presented on use of cigarettes, smokeless tobacco, and drugs and intentions of future drug use by grade, December 1996 through June 1999. (TD)

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George M. Guilmet, Ph.D.
Department of Comparative Sociology
University of Puget Sound

David L. Whited, MFA
Chief Leschi Schools

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Paper Presented at the
12th Annual Indian Health Service Research Conference,
Albuquerque, New Mexico
April 24-26, 2000

Abstract

DOE Safe and Drug Free Schools funded a three-year intervention project focused on preventing substance abuse, violence, gang-violence, and truancy among a K-12 population. This paper reports the Elementary School results. The Chief Leschi Schools Safe Futures initiative instituted the following enhancements and/or program continuations to the PRIDE curriculum and PAV prevention programs. They enhanced the effectiveness of the PRIDE curriculum through revising it for K-6 and integrated its programming with the newly adopted essential learning standards. Following its revision, they implemented the new PRIDE curriculum for grades K-6. They conducted an intensive series of teacher trainings to increase teacher effectiveness in dealing with violence and substance abuse through increased skill in implementing social learning strategies with students across grade levels. Further, since neither the PRIDE Program or the Safe Futures Program had been formally evaluated, a rigorous pre and post-assessment was conducted by an outside evaluator to document the efforts and assess the effectiveness of these enhancements. Evaluation included interviews with key staff and three sets of quantitative data: school attendance, behavior records, and a set of six questionnaires at the beginning and end of each year. The Elementary School (4th through 6th) data showed a significant decrease in emergence of drug-using behavior and the existence of risk factors over the three year project. The reported rates of substance abuse decreased significantly since the Fall Semester 1996 surveys even though they generally increased during each academic year in each grade level due to the socialization effect. Other school-based prevention programs might explore the implementation of the successful interventions utilized in this model DOE supported demonstration project.

Introduction

The purpose of this paper is to describe the results of a DOE Safe and Drug Free Schools funded three-year intervention project focused on preventing substance abuse, violence, gang-violence, and truancy among a K-12 population in a BIA

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funded tribal school on or near the Puyallup Reservation in Washington State. [1] This paper reports the Elementary School results of an outcome evaluation based on a series of six administrations of The American Drug and Alcohol Survey questionnaire for 4th-6th graders. [2]

Current Community Context

Most Chief Leschi students reside in or near the inner city Enterprise Community in Tacoma, Washington; therefore, Chief Leschi is an urban tribal school which serves an inner-city catchment area and an urban fringe area.[3] Though the school is a Puyallup Tribally controlled school, it also has a state approved inter-local agreement with the Puyallup Public School system; all Chief Leschi students are public school students enrolled as part of the Puyallup School District #3.

Chief Leschi School's October 1, 1999 enrollment was 897 students preK-12. With Chief Leschi's "alternative" programs, enrollment is approximately 960 students. The students come from multiple school districts in a three county area. Ninety-two percent are Native American representing 62 tribes and bands from throughout the United States. Approximately 25% of the students are Puyallup Tribal members.

While Chief Leschi represents new possibilities for Native American students, it is also regarded as "a last chance school" for the highest-risk youth and for young Native people who have been expelled from other public schools, or who are reentering the community from the juvenile justice system. During the 1999-2000 academic year Chief Leschi drew its student body from 18 different public school districts within King, Pierce and Thurston Counties. The December 1999 survey of Chief Leschi's *general* student population (grades 7-12) conducted by the Tri-Ethnic Center for Prevention Research reported that 43% had committed a crime, 31% had been arrested, 59% had been suspended or kicked out of school, and 27% had failed a year.

A systematic assessment of community risk and protective factors established a need for planning and implementation of responsive and effective programming at Chief Leschi. The study of needs was conducted by Chief Leschi's Safe Futures committee between 1995-97 and continues with the Partnership Coordinating

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[1]For ethnographic and ethnohistorical descriptions of the Puyallup Tribe and related Southern Coast Salish peoples, see George M. Guilmet and David L. Whited, *The People Who Give More: Health and Mental Health Among the Puyallup Indian Tribal Community,* American Indian and Alaska Native Mental Health Research, (the Journal of the National Center) Monograph Series, vol. 2, monograph 2 (Denver, CO: The National Center for American Indian and Alaska Native Mental Health Research, winter 1989); George M. Guilmet, Robert T. Boyd, David L. Whited, and Nile Thompson, "The Legacy of Introduced Disease: The Southern Coast Salish," *American Indian Culture and Research Journal* 15.4 (1991): 1-32; and Marian W. Smith, *The Puyallup Nisqually* (New York, NY: Columbia University Press, 1940).

[2]The use of this survey was funded by the National Institute on Drug Abuse. The Tri-Ethnic Center for Prevention Research, Department of Psychology, Colorado State University, provided the surveys, processed the results of each survey, and prepared the reports.

[3]For more detailed information describing the community context and implementation strategies see George M. Guilmet, David L. Whited, Norm Dorpat, and Cherlyn Pijanowski, "The Safe Futures Initiative at Chief Leschi Schools: A School-Based Tribal Response to Alcohol-Drug Abuse, Violence-Gang Violence, and Crime on an Urban Reservation," *American Indian Culture and Research Journal* 22.4 (1998): 407-440.

Council. The SafeFutures committee consisted of parents, community members, staff, and students. The committee gathered data from public and private agencies and community residents on the multiple risk factors associated with drug abuse, truancy, violence, and other disruptive school behavior. To illustrate the extent of continued need for after school and summer programming, statistical data will be reported within the community, family, school, and individual/peer domains. [4]

Community

Extreme economic deprivation. Tribal headquarters are located in East Tacoma—one of the most impoverished and violent sections of the metropolitan area. Sixty-four percent of Chief Leschi students come from Tacoma; the highest poverty rates exist in East Tacoma's Salishan neighborhood (79%) and the northeast corner of the Hilltop (61%), neighborhoods in which most Chief Leschi students live. The 1990 census reported the median annual income for our Native American families as $8,872. During this school year, more than 80% of all Chief Leschi students qualify for free/reduced cost lunches. The April 30, 1996 BIA Labor Force Report high lights an unemployment rate of over 68% for Native Americans on or near the Puyallup Reservation.

Low neighborhood attachment and community disorganization. The economic conditions in Chief Leschi's service area are associated with high rates of crime and drug activity—all of which account for the neighborhoods in and near the reservation having a reputation of violent activity. In recent years Tacoma was ranked fifth in the nation for rates of violent crimes. It reported the highest crime rates in the state, and was the third most violent city on the West Coast, trailing Los Angeles and Oakland. Nationwide, the City of Tacoma has been ranked among the top ten most violent cities of its size. The rate of serious and violent crimes, and simple assaults involving juvenile offenders has steadily increased over the last three years (Puget Sound Council of Governments). A recent Bureau of Justice Statistics study found that nation wide American Indians are victims of violence at a rate nearly two and one-half times higher than the national average. Among Chief Leschi's students (grade 7-12) violence and victimization are major concerns: 59% have beaten up someone, 23% have robbed someone using force, 6% have taken a gun to school, 25% have scared someone with a weapon, and 18% have hurt someone with a weapon; and violence leads to victimization: 15% have been beaten by a peer, 25% have been beaten by some other person, 22% have been robbed, and 14% have been hurt with a weapon (Tri-Ethnic Center December 1999 survey). Though Chief Leschi Middle and High Schools documented only 5 gang related incidents during the 1998-99 school year, 28% of our 7th-12th grade students reported that they had been a member of a street gang, hung out with a gang, or would join a gang later.

Chief Leschi Students are at high risk of substance abuse. The Tri-Ethnic Center Survey reported that for June of 1999: 0% of 4th graders, 13% of 5th graders, 2% of 6th graders; 15% of 7-8th graders, 25% of 9-10th graders, and 39% of 11-12th

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[4]Chief Leschi's risk assessment process, using the social development strategy , is based on the risk focused prevention model developed by Hawkins and Catalano: Developmental Research and Programs, Inc. *Communities That Care, Social Development Strategy, Building Protective Factors in Your Community* (Seattle, WA: 1993); *Risk-Focused Prevention Using the Social Development Strategy* (Seattle, WA: 1993); and *Communities That Care, Mobilizing Your Community for Risk-Focused Prevention Planning* (Seattle, WA: 1993).

graders were at high risk of substance abuse. Substance abuse rates among our 11th-12th graders are particularly disturbing: 29% reported that they had been drunk in the last month, and 55% reported they had smoked marijuana in the last month (nearly twice the national rate).

Family

Family management problems. Frequency of child abuse and neglect is a compelling barometer of family risk factors. Puyallup Tribal Children's Services received 164 referrals for investigation during calendar year 1995. In 96 of these cases, or 58%, substance abuse was involved. Almost 14% were referred for child abuse; 76.4% were referred for neglect; and 9.8% were referred for sexual abuse. Nearly 50% of these investigations were substantiated. Fifteen percent or 27 cases were referred to Tribal Court, while over 80% were referred to other agencies. As of June 6, 1996 Puyallup Children's Services was supervising 51 cases, an estimated 8.7% of all children over which this agency has jurisdiction are under its care. Nearly one out of every eleven children residing on Puyallup Reservation trust lands is under Children's Services supervision.

Family conflict. Within our 7th through 12th grade population 18% report that their family fights and argues a lot; 39% report families with almost no involvement in school activities; and 27% report weak family support of school goals (Tri-Ethnic Center June 1998 survey).

Number of single parent families. Over 74% of Chief Leschi students come from non-traditional single parent or blended families. Within Pierce County the rate of families maintained by female householders was 27.3% in Native families compared to 16.5% in the general population (U.S. Census, 1990).

School

Persistent antisocial behavior in early adolescence. As noted above, Chief Leschi students demonstrate high levels of antisocial behavior on four indices (1) rates of discipline referrals, (2) gang involvement, (3) school violence, and (4) guns in school. Chief Leschi's 1996-97 year-end report for grades 7-12 indicate a high number of negative student behaviors. There were 12,025 recorded behavioral incidents for a student population of 474; these incidents resulted in 262 suspensions from school and 725 In-School suspensions. Two-thirds of our negative behavior incidents are attributed to 7-8th graders.

Academic failure. Delinquency and dropping out of school are related to academic failure. At Chief Leschi, standardized achievement test scores indicate that many students are failing to have academic success. Although the scores have generally increased over the last three years in each subject area for most grade levels, Chief Leschi students, overall, still have lower than average scores in math, language and reading. On the Spring 1999 Washington Assessment of Student Learning assessment Chief Leschi 4th and 7th grades scored in the lower quartile in Math, Reading, and Writing skills.

Lack of commitment to school. Two indicators for lack of academic commitment are absences from school and dropout rates. Our school wide daily attendance rate for

the 1998-99 school year was 85.7%; however attendance rates at the Middle and High School were less than 79%. This is an average of 38 days absent for each Middle and High School student. The overall drop-out rate for the 1997-98 school year was 12.45%; during 1998-99 it fell to 2.6%.

Individual/Peer

Favorable attitudes toward the problem behavior/Friends who engage in the problem behavior. The Tri-Ethnic Center December 1999 survey of 7th-12th graders reported that 43% of our students have friends who encourage them to get drunk, and 56% have friends who encourage them to use marijuana. Further, 60% have friends who have failed a year; 77% have friends who were suspended or kicked out of school, and 47% have friends who have dropped out of school.

Early initiation of the problem behavior. Chief Leschi students engage in substance abuse and gang behavior at an early age. Among Chief Leschi 11th and 12th graders the average age of first drunk was 13.5 years, and the average age of first use of marijuana was 12.8 years (Tri-Ethnic Center December 1999 survey).

Alienation. High rates of suicide among our youth indicate high levels of anomie. According to the 1997 BIA Youth Risk Survey, 24% of Chief Leschi's 9th-12th graders attempted suicide during the past year while 35% seriously considered it.

Intervention Methods

The Chief Leschi Schools Safe Futures initiative instituted the following enhancements and/or program continuations to the Positive Reinforcement in Drug Education (PRIDE) curriculum and Puyallup Against Violence (PAV) prevention programs. They enhanced the effectiveness of the PRIDE curriculum through revising it for K-6 and integrated its programming with the newly adopted essential learning standards. Following its revision, they implemented the new PRIDE curriculum for grades K-6. The PRIDE curriculum, written by Chief Leschi staff members in the mid-to-late 1980's in conjunction with the Continuing Education and Substance Abuse Counselor Training Programs at Pierce College, is the cornerstone of its substance abuse prevention program. The PRIDE curriculum includes specific course designs on such issues as life skills, emotions , body awareness, drug identification, friendship, drugs and culture, values, and goal setting. These topics are organized and presented as lesson plans for specific age groups. PRIDE is more than just a curriculum. PRIDE is a comprehensive plan which integrates multiple efforts within the tribal community to address the substance abuse issue. It is an education curriculum which stresses the importance of self-esteem and the school's role in building a positive self awareness free of substance abuse.

The PAV Partnership had three goals: build linkages, challenge and engage youth, and develop a positive cultural climate. Chief Leschi trained existing PAV (later called Safe Futures Community School and Safe Futures Community Outreach Program) staff in the delivery of Parenting Plus and Positive Indian Parenting services, and they offered these services to parents and students of the Puyallup Tribal Community. PAV continued to provide recreational, cultural, educational, and social service support services to a minimum of 250 Native American youth monthly through the Safe Futures Community Outreach Program.

Chief Leschi Schools also conducted an intensive series of teacher trainings to increase teacher effectiveness in dealing with violence and substance abuse through increased skill in implementing social learning strategies with students across grade levels.

Evaluation Activities

Since neither the PRIDE Program or the Safe Futures Program had been formally evaluated, a rigorous pre and post-assessment was conducted by an outside evaluator to document the efforts and assess the effectiveness of these enhancements. The outcome evaluation included both qualitative and quantitative components. The contracted outside evaluator (Guilmet, one of the authors of this paper) conducted a series of interviews with Chief Leschi Schools administration and teaching staff, Safe Futures Community School and Safe Futures Community Outreach Program staff and students. Six different sets of interviews were conducted since the initiation of the three-year project. The first interviews were completed during Fall 1996 as near as possible prior to implementing the enhancements. Five other sets of interviews were completed during the next five semesters. Quantitative data of three types was collected. The first data set included school attendance and negative behavior incidents from school records. Baseline data from the school year prior to program enhancements were compared with school data from the three years of project operation. The second data set was based upon a battery of substance abuse surveys among 4th-6th grade students provided by the Tri-Ethnic Center for Prevention Research, Department of Psychology, Colorado State University. These surveys were administered six times through the life of the project: once prior to implementation of proposed enhancements, once at the end of the 1996-97 academic year, and at the beginning and the end of the 1997-98 and 1998-99 academic years. The Center processed and analyzed completed surveys. A complete report of the survey results, by grade, was provided after each survey. All Chief Leschi 4th through 6th grade students in attendance on the survey dates were offered the surveys. The third set of data included records of the Safe Futures Community School and Safe Futures Community Outreach Program service provision.

Results

Based on built-in checks in the questionnaire, less than 1% of the Elementary School students showed signs of exaggeration and only 2% of the students were classified as "inconsistent responders." Surveys displaying significant degrees of exaggeration and/or inconsistency were removed prior to data analysis.

The Elementary School (4th through 6th) data shows a significant decrease in emergence of drug-using behavior and the existence of risk factors. The reported rates of substance abuse decreased significantly since the Fall Semester 1996 surveys even though they generally increased during each academic year in each grade level due to the socialization effect, that is, the increased use based on younger students modeling the risk taking behaviors of older students one or more age-grades higher.

This positive effect is attributable to the fact that most or all objectives of the Safe Futures initiative were accomplished at the Elementary level.

Between each Fall and Spring measurement period, there was generally a reported increased level of substance abuse involvement for 4th through the 6th graders. And, generally there was an increase in substance use for each increasing age grade on each of the six measurement periods. Any impact the Safe Futures prevention program may have had on substance abuse behavior could only be assessed as a decrease in this general pattern of peer socialization at the end of the third year of the prevention and assessment process. The understanding of this pattern is crucial to the development of effective prevention measures. A long-term longitudinal study beyond this project is called for in order to understand fully this phenomena, that is general age-grade socialization pattern in which younger age-grades acquire many of the risk-taking behaviors of the older age-grades during the academic year.

The percentage of low risk students generally increased over the three year life of the Safe Futures initiative. The June 1999 sample would have included many students who received the entire three-year prevention interventions. The percentage of 6th grade high risk students reported in the June samples shows a clear and remarkable decrease over the life of the project. The three December high risk samples show a similar decreasing trend for the 6th graders. The 4th grade high risk samples may demonstrate a similar but less pronounced effect. However, no similar effect is evident for the 5th grade high risk populations.

In the high risk populations there is a general but not always consistent pattern of socialization to substance use during each academic year. This socialization effect is generally but not consistently evident with increasing age grade. The socialization effect patterns do not consistently appear in the final academic year of the project. This may be attributable to the effects of the program interventions. The 5th grade population's pattern in the final year is opposite the trend of the 4th and 6th graders.

The use in the last month figures detail the current use patterns at each of the sample times. By the final year of the Safe Futures initiative the rates of alcohol use, been drunk, marijuana use, and inhalant use were a constant zero for the 4th grade populations on both the December 1998 and June 1999 sample times. The 6th graders displayed the most dramatic positive effects.

While the vast majority of Chief Leschi's 4th through 6th graders have not used alcohol, the situations under where children use alcohol change with progression from 4th to 6th grade. Fourth graders tend to use alcohol only with parents or family. Fifth graders move towards utilizing alcohol with other kids when parents were not there or only by themselves. Sixth graders continue both of the prior patterns but display a significant increase in the percentage of students who use alcohol with other kids when parents are not there. The most significant impact of the Safe Futures initiative appears to be a marked decrease in the use of alcohol by 6th graders with other kids when parents are not there.

The 4th and 6th graders displayed a significant decrease in the index "ever used cigarettes." Experimentation with the use of smokeless tobacco declined among 4th and 6th graders over the life of the project.

The vast majority of Chief Leschi 4th through 6th graders know what crack is. This knowledge increases with age group. As might be expected, very few 4th graders have ever tried crack or any other drug not included in the survey. For both 5th and 6th graders over the life of the project there was a declining rate in "ever tried crack." The 6th graders display a similar decreasing rate of "ever tried any other drug" not included in the survey.

On all ten indices for use of alcohol, marijuana, and inhalants the ranges of levels of use for the 1998-1999 academic year decreased from the ranges for the initial 1996-1997 academic year. The most significant decrease in range occurred in the use of marijuana "to feel it a lot." Similarly, experimentation with inhalants "just to smell it" decreased markedly.

The data demonstrates a very striking difference in peer group drug use and peer group attitudes towards drug use between drug users and non-users. Friends of users used drugs more, encouraged users to use drugs more, and disapproved of drug use less than the friends of non-users. Clearly, there is less peer pressure to refrain from drug use among the friends of drug users than among friends of non-users. A symbolic interactionist theoretical perspective and the peer cluster concept may explain this phenomena.

The data demonstrates that the Native American communities whose children make up the Chief Leschi Elementary School population have a much higher approval of marijuana use than of getting drunk or, especially, of using inhalants.

Over the three year life of the project the percentage of 4th through 6th grade students who reported that they never used drugs and never will increased systematically on the successive Fall surveys . Similarly, the percentage of 4th through 6th graders who reported that they never used drugs and never will increased systematically on the successive Spring surveys, with the exception of the 5th graders on the June 1999 survey.

Reinforcing the above positive effects of the Safe Futures initiative is the following data. The percentage of 4th through 6th grade students who reported that they used drugs and probably will use them again decreased systematically for the successive Fall surveys. Similarly, the percentage of 4th through 6th graders who reported that they used drugs and probably will use them again decreased systematically on the successive Spring surveys.

Nearly all of Chief Leschi's Elementary School students are still safe from substance abuse and its related risk taking behaviors, and with continued effort, the School and community may be able to keep most from progressing to drug use and its related education, social, and legal problems.

By Spring Semester 1999 alcohol, marijuana, and inhalant use was still reported for Elementary School students, however, they were significantly decreased from earlier levels. By Spring 1999 6th grade students report that a much smaller, but not inconsequential, number of them are drug involved and are at risk for future drug abuse and related problems of violence, criminality, gang involvement, and school drop out. Over the three-year life of the Safe Futures initiative, an increasing number and indeed vast majority of elementary students, even 6th graders, reported being uninvolved with drug use and abuse.

Conclusions and Recommendations

The Elementary School (4th through 6th) data showed a significant decrease in emergence of drug-using behavior and the existence of risk factors over the three

year project. The reported rates of substance abuse decreased significantly since the Fall Semester 1996 surveys even though they generally increased during each academic year in each grade level due to the socialization effect.

The outside evaluator recommended the continued implementation of revised PRIDE curriculum at K-6 and the implementation of the same for the Middle and High Schools. The implementation of a prevention curriculum in the classroom beginning in the early grades is the key component to decreasing substance abuse risk and related problematic behavior.

Expanded teacher training in techniques of classroom management and violence prevention/intervention methods should occur at Chief Leschi for all grade levels.

The rapid increase in substance abuse from the 4th through the 6th grades calls for the continued development and persistent application of early prevention strategies beginning in the 3rd and 4th grades.

Prevention efforts should also focus on educating students to the dangers of the most abused and accepted substances, marijuana and alcohol.

A long-term longitudinal study beyond this project is called for in order to understand the socialization effect and devise more effective prevention interventions appropriate to the Chief Leschi community.

We appreciate the $496,000 of DOE Safe and Drug Free Schools demonstration project funding (Contract Number S184D60200) that supported the three year K-12 effort, part of which is described in this paper. However, the intermittent, competitive, and temporary structure of state and federal funding for Native American substance abuse prevention significantly affects the long term success of local education based interventions. Non-continuous and/or intermittent funding leads to a lack of consistent staff and continuous program interventions. Neither tribes nor their local schools can internalize the costs of maintaining ongoing successful efforts of such magnitude. Only some of the elements included in the overall Safe Futures intervention design have survived the end of DOE funding.

Nevertheless, other school-based prevention programs might explore the implementation of the successful interventions utilized in this model DOE supported demonstration project.

For Further Information

George M. Guilmet, Ph.D. Professor of Comparative Sociology, University of Puget Sound, Tacoma, WA 98416. 253-879-3594, fax 253-879-3500. guilmet@ups.edu. David L. Whited, MFA. Planner, Chief Leschi Schools, 5625 52nd St. East, Puyallup WA 98371. 253-445-6000 (X3004), fax 253-445-2350. david@leschi.bia.edu.

Selected Data

Consider the following longitudinal data on levels of drug involvement by grade. Low, moderate, or high level means low, moderate, or high risk.

Elementary Students at Low Level of Drug Involvement

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
4th Grade	94 %	88%	92%	94%	98%	100%
5th Grade	84%	79%	94%	87%	96%	80%
6th Grade	56%	39%	78%	56%	88%	88%

Elementary Students at Moderate Level of Drug Involvement

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
4th Grade	3 %	7%	4%	6%	2%	0%
5th Grade	7%	6%	3%	5%	2%	7%
6th Grade	17%	16%	6%	17%	8%	10%

Elementary Students at High Level of Drug Involvement

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
4th Grade	3%	5%	4%	0%	0%	0%
5th Grade	9%	15%	3%	8%	2%	13%
6th Grade	27%	45%	16%	27%	4%	2%

The percentage of low risk students generally increased over the three year life of the Safe Futures initiative. This effect can be most clearly demonstrated by looking at the 6th grade students during the three successive June surveys. The percentage of low risk 6th grade students increased from 39% in June 1997, to 56% in June 1998, and to 88% in the final survey of June 1999. The June 1999 sample would have included many students who received the entire three-year prevention interventions. No similar pattern seems to be evident among the moderate risk 4th through 6th grade students. However, the 6th grade high risk students show a clear and remarkable decrease in the percentage of students in this category; from 45% in June 1997, to 27% in June 1998, to only 2% in June 1999. The three December high risk samples show an analogous trend for the 6th graders. The 4th grade high risk samples may demonstrate a similar but less pronounced effect. However, no similar effect is evident for the 5th grade high risk populations.

In the high risk populations there is a general but not always consistent pattern of socialization to substance use between during each academic year. For example, in the first year of the Safe Futures initiative the 4th, 5th, and 6th grade populations increased by the following percentage points respectively: 2%, 6%, and 18%. And, this socialization effect is generally but not consistently evident with increasing age grade. For example, the June 1998 populations show the following increases in high risk behavior by age grade: 4th (0%), 5th (8%), and 6th (27%).

The socialization effect patterns noted above do not consistently appear in the final academic year of the project. This may be attributable to the effects of the program interventions. The 5th grade population's pattern in the final year is opposite the trend of the 4th and 6th graders.

Percent of Chief Leschi School 4th Grade Students Who Have Used Each Drug in the Last Month

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
Alcohol	7%	8%	6%	0%	0%	0%
Been Drunk	8%	2%	0%	0%	0%	0%
Marijuana	0%	7%	2%	0%	0%	0%
Inhalants	0%	2%	4%	3%	0%	0%

Percent of Chief Leschi School 5th Grade Students Who Have Used Each Drug in the Last Month

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
Alcohol	6%	10%	2%	11%	4%	3%
Been Drunk	4%	12%	2%	6%	0%	0%
Marijuana	8%	10%	0%	9%	2%	12%
Inhalants	4%	4%	2%	0%	0%	3%

Percent of Chief Leschi School 6th Grade Students Who Have Used Each Drug in the Last Month

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
Alcohol	20%	38%	12%	10%	2%	2%
Been Drunk	13%	23%	9%	3%	0%	0%
Marijuana	25%	38%	12%	34%	2%	5%
Inhalants	8%	15%	4%	3%	2%	0%

The use in the last month figures above detail the current use patterns at each of the sample times. By the final year of the Safe Futures initiative the rates of alcohol use, been drunk, marijuana use, and inhalant use were a constant zero for the 4th grade populations on both the December 1998 and June 1999 sample times. Among the 5th graders the most significant positive pattern was a reduction in the range of alcohol use from 6% to 10% in the first year to 4% to 3% in the final year. A similar reduction occurred in the range of been drunk from 4% to 12% in the first year to a constant 0% in the final year. The 6th graders displayed the most dramatic positive effects. While alcohol use ranged from 20% to 38% in the first year, it remained at a strikingly reduced 2% level during the final year. While been drunk ranged from 13%

to 23% during the first year, it remained a constant 0% during the last year. While Marijuana use ranged from 25% to 38% during the first year, the range was reduced from 2% to 5% during the final year. While use of inhalants ranged from 8% to 15% during the first year, by the final year the range was reduced from 2% to 0%.

Cigarette and Smokeless Tobacco Use by Chief Leschi 4th Grade Students

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
Ever Used Cigarettes	34%	20%	17%	18%	6%	2%
Use Daily Cigarettes	0%	2%	2%	0%	0%	0%
Used 1/2 a Pack or More a Day	0%	2%	0%	0%	0%	0%
Ever Used Smokeless	16%	7%	2%	6%	2%	0%
Use Daily Smokeless	0%	0%	0%	0%	0%	0%
Six or More Times a Day	0%	0%	0%	0%	0%	0%

Cigarette and Smokeless Tobacco Use by Chief Leschi 5th Grade Students

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
Ever Used Cigarettes	33%	38%	20%	21%	23%	37%
Use Daily Cigarettes	2%	10%	2%	3%	2%	3%
Used 1/2 a Pack or More a Day	0%	4%	2%	3%	0%	0%
Ever Used Smokeless	8%	9%	14%	13%	2%	7%
Use Daily Smokeless	2%	0%	0%	0%	0%	0%
Used Smokeless Six or More Times a Day	2%	0%	0%	0%	0%	0%

Cigarette and Smokeless Tobacco Use by Chief Leschi 6th Grade Students

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
Ever Used Cigarettes	60%	78%	34%	38%	18%	24%
Use Daily Cigarettes	19%	19%	8%	7%	2%	5%
Used 1/2 a Pack or More a Day	6%	5%	0%	3%	0%	0%
Ever Used Smokeless	18%	19%	18%	11%	4%	7%
Use Daily Smokeless	0%	7%	0%	0%	0%	0%
Used Smokeless Six or More Times a Day	0%	3%	0%	0%	0%	0%

The 4th and 6th graders displayed a significant decrease in the index "ever used cigarettes." While among 4th graders ever used cigarettes ranged from 34% to 20% in the first year, it decreased from 6% to 2% during the final year. Similarly, while among 6th graders ever used ranged from 60% to 78% in the first year, it decreased from 18% to 24% in the last year. Daily cigarette use was nearly negligible among 4th graders. Among 5th graders with the exception of the June 1997 survey period, daily cigarette use hovered between 2% and 3% over the three year life of the project. Among 6th graders daily cigarette use declined from a steady 19% during the first year to a range of 2% to 5% during the final year. Experimentation with the use of smokeless tobacco declined among 4th and 6th graders over the life of the project. The 5th grade population demonstrated a less clear pattern in experimentation. However, among all three grades the daily use of smokeless tobacco was negligible.

Intentions of Chief Leschi Students 4th Grade Students Regarding Future Drug Use

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
Never Used Drugs and Never Will	75%	78%	90%	90%	96%	92%
Never Used Drugs, but May in Future	6%	9%	2%	3%	2%	5%
Used Drugs, but Don't Plan to Use Them Again	6%	11%	7%	6%	1%	2%
Used Drugs and Probably Will Use Them Again	13%	2%	1%	1%	1%	1%

Intentions of Chief Leschi Students 5th Grade Students Regarding Future Drug Use

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
Never Used Drugs and Never Will	75%	64%	85%	84%	92%	58%
Never Used Drugs, but May in Future	9%	13%	5%	3%	2%	13%
Used Drugs, but Don't Plan to Use Them Again	9%	6%	7%	10%	4%	26%
Used Drugs and Probably Will Use Them Again	7%	17%	3%	3%	2%	3%

Intentions of Chief Leschi Students 6th Grade Students Regarding Future Drug Use

	Leschi 12/96	Leschi 6/97	Leschi 12/97	Leschi 6/98	Leschi 12/98	Leschi 6/99
Never Used Drugs and Never Will	47%	36%	70%	46%	79%	72%
Never Used Drugs, but May in Future	12%	8%	14%	17%	12%	12%
Used Drugs, but Don't Plan to Use Them Again	20%	28%	8%	27%	8%	14%
Used Drugs and Probably Will Use Them Again	21%	28%	8%	10%	1%	2%

The percentage of 4th through 6th grade students who reported that they never used drugs and never will increased systematically for the 12/96, 12/97 and 12/98 surveys. Similarly, the percentage of 4th and 6th graders who reported that they never used drugs and never will increased systematically on the 6/97, 6/98, and 6/99 surveys. The exception of this increasing pattern amongst the 5th graders on the 6/99 survey. The singularity of this cohort has been discussed above.

Reinforcing the above positive effects of the Safe Futures initiative is the following data. The percentage of 4th through 6th grade students who reported that they used drugs and probably will use them again decreased systematically for the 12/96, 12/97 and 12/98 surveys. Similarly, the percentage of 4th through 6th graders who reported that they used drugs and probably will use them again decreased systematically on the 6/97, 6/98, and 6/99 surveys.

According to the Tri-Ethnic Center report of 6/99, a very high percentage of the Elementary School children claim they will never use drugs in the future. However, research has shown that more than a third of these students are likely to begin drug use in the next few years. A considerable amount of drug use is probable among these students. by the time they reach the 12 grade.

Generally, Chief Leschi Elementary School students are starting with good intentions. The question is how to maintain these good intentions and encourage abstinence so that fewer drug users will emerge. Primary among the pressures that work against these students' best intentions is peer pressure by drug-using cohorts. Some children intend to use drugs even though they have not yet done so. These young children are at great risk and may face considerable trouble in the future. It is hoped that the kinds of sustained cooperative school and community interventions detailed in the process evaluation section of this report can alleviate pressures which lead these students towards drug use and maintain the good intentions of the vast majority.

Nearly all of Chief Leschi's Elementary School students are still safe and with continued effort, the School and community may be able to keep most from progressing to drug use and its related education, social, and legal problems.